

# The Effects of Human Resource Development on Students Academic Performance in Public English Speaking Universities in Cameroon

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## ABSTRACT

This study focused on “The Effects of Human Resource Development on Students’ Academic Performance in English Speaking Public Universities in Cameroon”. The main objective was to investigate if students’ academic performance depends on the ways human resources (Administrators and Lecturers) are being managed. Main concepts of human resources examined were: seminars and in-service training. This study formulated two specific objectives, and was carried out using two research questions which were later translated to two research hypotheses to ascertain the findings of the study. The study used the survey design in which quantitative and qualitative data was used as the basis on which to build and explain data. Data was collected with the use of questionnaires and interview guides. The sample was selected using the simple random sampling technique. The sample was selected using the convenient sampling technique. The sample consisted of 375 lecturers and 649 students from the two English Speaking Public Universities in Cameroon. The interview was conducted with 10 Administrators from both schools. This gave a grand total of 1034 respondents in this study. An analysis of both quantitative and qualitative data resulted in the following findings: there is a significant positive relationship between workers attaining seminars and students’ academic performance and there is a significant positive relationship between in-service training and students’ academic performance. The study therefore recommended that: when the right persons have been selected, they should be paired with experienced personnel of their field to observe how they work (in-service training) before they are given the opportunity to work on their own; the Minister of Higher Education through the Head of State should allocate some funds for seminars to be organised for staff. The study therefore concluded that human resource development is an essential tool towards institutional growth and development.

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**KEYWORDS:** Effects, Human Resource Development, Seminars, In-Service Training Students’ Academic Performance, English Speaking Public Universities, Cameroon

## Introduction

Human Resource Development is one of the aspects of human resource management. Vulpes, V. E. (2016), when we talk about Human Resource Management, several elements are considered cornerstones for effective HRM policies. These cornerstones are:

- 1) Recruitment & selection
- 2) Performance management
- 3) Learning & development
- 4) Succession planning
- 5) Compensation and benefits
- 6) Human Resources Development
- 7) HR data and analytics

The work laid emphasis on Human Resource Development. According to Vulpes, V. E. (2016), HRD develops the key competencies that enable individuals in organizations to perform current and future jobs through planned learning activities. It is the integrated use of training, organization, and career development efforts to improve individual, group, and organizational effectiveness. It develops the competencies that employees need to perform the current jobs and prepares them for future roles through planned learning activities. HRD focuses on matching the needs of the individual and the organization. While choosing the right person for the

job and then retaining them has always been the focus on the HR department, the emphasis of HRD is on motivating and developing employees. This requires HR departments to create policies and programs that lead to the development of the workforce and contribute to the development of the organization.

### Background Study

Based on University Standards a document applicable to all Higher Education Institutions in Cameroon in January 2015, in order to guarantee quality training and research in Government and Private Higher Education Institutions, it is advisable to respect certain minimal requirements as far as academic governance is concerned. This is defined diachronically in three phases of the University academic year: prior, during and after the reopening of the academic year. The teaching that is carried out at the Bachelor's Degree and Masters levels is spread out in 28 or 32 weeks from the beginning of October to the end of July. The month of August is dedicated to holiday and that of September to the preparation of the reopening of the academic year. Also, the Bachelor's, Master, Doctorate (BMD) system is anchored on the semester model which is centred on the organization of studies in to semesters. It compels students to validate individual semesters and not the academic year. Prior to the University re-opening, HEIs have to, prior to the re-opening of the University academic year, take measures to: control enrolment; make available the different texts and get the support of the supervisory and technical-administrative staff. In order to achieve these, Higher Education Institutions (HEIs) must be proactive and should proceed to the organization of the academic year by executing the following diverse actions:

1. Before going on holiday in the month of August, HEIs should proceed to the distribution of Course Units in conformity with the existing rules and regulations;
2. Put in to practice an offer of training which integrates professionalization of Course Units in all scientific fields;
3. Organize pedagogic seminars for lecturers;
4. Develop, alongside the academic calendar fixed by the supervisory authority, a coherent calendar of the different academic activities scheduled, as from registration period up to the meeting with the students

To optimize staff deployment, a systemic balance must be achieved. Key to realizing it is a thorough knowledge of the quantitative and qualitative aspects of the human resource pool, of short- and medium-term staffing requirements, and of the supply and demand for needed skills on the open job market.

Balancing available human resources with institutional goals requires constant internal and external adjustments by means of: internal promotion; voluntary or mandatory re-assignment; reduction of the number of career staff through early retirement schemes based on incentive measures and making use of short or fixed term contract staff. In the Education Sector, there are a number of tools like simulation models being the most powerful that make possible the forecasting of teaching and non-teaching staffing requirements. As a contribution to the Education For All (EFA) programme, UNESCO has contributed to national capacity building in the development and use of models that simulate educational policies and strategies. Indeed, according to Dubosc and Kelo (2012), the most commonly offered types of training are:

1. Information Technology (where pedagogy and teaching methods appear as the most commonly proposed training);
2. Pedagogy and teaching methods;
3. Research methodology

### What are the benefits of human resource development?

According to Rajini (2009), Human resource development is considered as the key to higher productivity, better relations and greater profitability for any organization. Appropriate HRD provides unlimited benefits. Some of the most important are:

- HRD (Human Resource Development) makes people more competent. HRD develops new skills, knowledge and attitudes of the workforce.
- With an appropriate HRD program, people become more committed to their jobs. People are assessed on the basis of their performance by having a acceptable performance appraisal system.
- An environment of trust and respect can be created with the help of human resource development.
- Acceptability toward change can be created with the help of HRD. Employees found themselves better equipped with problem-solving capabilities.
- It improves the all-around growth of the employees. HRD also improves team spirit in the organization.
- It also helps to create an "efficiency culture" in the organization. It leads to greater organizational effectiveness. Resources are properly utilized and goals are achieved in a better way.
- It improves employee participation. Workers feel a sense of pride and achievement while performing their jobs.

- It also helps to collect useful and objective data on employee programs and policies which further facilitate better human resource planning.
- Development of new skills, attitudes and knowledge
- Increased trust and respect
- Increased commitment to jobs
- Increased acceptability towards change, as employees find themselves better equipped with problem-solving capabilities
- Improved team spirit and overall growth of employees
- Greater organizational effectiveness and a culture of efficiency
- Improved employee participation
- Better human resources (HR) planning for collecting useful and objective data on employee policies and programs

Based on preliminary research and participant observation, the problem plaguing continuous learning and self-development in English speaking public Universities in Cameroon can be seen from three dimensions: the economic, social and organizational domains. Economically, in most Less Developing Countries (LDC) including Cameroon, the motivation for continuous learning and self-development for most lecturers is very poor. To add, the economic situation of the economy does not support the lecturers financially to continue learning through the provision of scholarship opportunities, and this is made worst as most of them do not have enough income to support such ventures. Equally, regarding their social status, most of them are either married and have a lot of responsibilities that consumes a considerable part of their earnings. Meanwhile others because of their social lifestyle, they may not even be willing to engage in to continuous learning and any other form of self-development activity because they do not even know that they have to learn and do not know that knowing more is necessary for their success regardless of whether you are poor or not.

On the part of the organization, the management style is thrifty and does not reward employees who have attained additional qualifications. This alone is very discouraging to others who intend to further their education. More so, the personnel policy could be such that supports continuous learning and self-development of their lecturers, yet management in most cases are unwilling to implement the strategy as it is. Thus, discouraging lecturers from pursuing continuous learning and self-development. More so, the fact that these institutions do not provide sabbatical leave to their employees makes it difficult for lecturers to devote ample time for studies as they

are left with no option than to concentrate on their job. Even when they do, there is usually a conflict between the lecturer's devotion to their employer and their studies geared towards self-development. Consequently, resulting in a low output of the lecturers and the institution and this definitely has long-term implication on the student's performance.

The need to render school administration effective is very urgent especially now that the fight against poor academic performance, bribery, corruption and embezzlement, has been intensified by the government. Through the Ministry of Higher Education, the government recruits new lecturers and administrators' and send them to various Universities all over the country. Some experienced lecturers and administrators' are equally transferred from one University to another if need be. All these are to ensure good student's academic performances. However, very often, some student's performances are not the best, some spend more than the required years in the University and others end up dropping out. Thus, the researcher sought out to investigate the effects of human resource development on students' academic performance in Public English Speaking Universities in Cameroon.

## **Objectives of the Study**

### **General Objective**

To investigate the effects of human resource development on students' academic performance in Public English Speaking Universities in Cameroon.

### **Specific Objectives**

- 1). To find out the effects of lecturers attainment of seminars on students' academic performance in Public English Speaking Universities in Cameroon.
- 2). To evaluate the extent to which lecturers in-service training effect students' academic performance in Public English Speaking Universities in Cameroon.

## **Research Questions**

### **General Research Question**

- 1). To what extents does human resource development affects students' academic performance in Public English Speaking Universities in Cameroon?

### **Specific Research Questions**

- 1). To what extent does lecturer's attainment of seminars affect students' academic performance in Public English Speaking Universities in Cameroon?
- 2). To what extent does lecturer's in-service training affect students' academic performance in Public English Speaking Universities in Cameroon?



**Research hypothesis**

These are tentative answers to the above research questions.  $H_0$  stands for the null hypothesis and  $H_a$  stands for the alternative hypothesis.

**General hypothesis**

$H_0$ : Human Resource Development has no significant effect on students' academic performance in English Speaking Public Universities in Cameroon.

$H_a$ : Human Resource Development has a significant effect on students' academic performance in English Speaking Public Universities in Cameroon.

**Specific Hypothesis**

$H_{01}$ : Seminar has no significant effect on students' academic performance in English Speaking Public Universities in Cameroon.

$H_{a1}$ : Seminar has a significant effect on students' academic performance in English Speaking Public Universities in Cameroon.

$H_{02}$ : In-Service training has no significant effect on students' academic performance in English Speaking Public Universities in Cameroon.

$H_{a2}$ : In-Service training has a significant effect on students' academic performance in English Speaking Public Universities in Cameroon.

**Methodology****Sample of the Study**

To estimate the sample size for students and lectures in the study, the formula stated below by Amin (2005) was used.

$$\frac{NZ^2 P(1 - P)}{d^2(N - 1) + Z^2 P(1 - P)}$$

Where:

N=Total number respondents that constituted the accessible population of the study.

Z= Z value corresponding to the confidence level=95%, giving a  $Z_{\alpha/2}$  =level of significance = 1.96.

d= absolute precision=5%.

P=expected proportion in the population was 40% for optimal sample size.

After using the following statistical parameters, the number of students estimated for the study was 649 and for lecturers it was 375. For the students, the absolute precision was reduced to 4% instead of 5% and the value of the design effect used as 1.1. The reason for the decision was to increase the sample size for students because of the possible effect of the

high rate of variability that could exist among the students.

**Table 1: Sample Distribution According to Selected Public English Speaking Higher Institutions in the North West and South West Regions of Cameroon**

S/ N	School	Administrators (Deans of Faculties)	Lecturers	Students
1	University of Bamenda	6	144	286
2	University of Buea	6	231	363
<b>Total</b>		<b>12</b>	<b>375</b>	<b>649</b>

Source: Enrolment Statistics for Selected Anglo-Saxon Universities in the North and South West for 2017/2018 Academic Year from the Office of the Deputy Vice Chancellor in charge of Internal Control and Research Bamenda and Buea

From table 1, out of the 649 students that were to be sampled for the study, 363 were targeted from university of Buea and 286 from the University of Bamenda. For lectures, 231 out of a total of 375 were targeted from University of Buea and 144 from the University of Bamenda. Lastly, the researcher had 12 administrators (Deans of Faculties), 6 from each institution. To calculate the number of respondents to be sampled from each institution without any bias, the formula below was used.

$$\frac{\text{Total sample size} \times \text{Number of persons for each institution}}{\text{Total number of persons for both institutions}}$$

**Instruments used for data collection**

A questionnaire and an interview guide were used for the study. The questionnaire was used for students and lecturers in accordance with the specifications of the research questions. This was developed in consultation and directives with the supervisors. It consisted of a set of questions to which the subject responded in writing and answering (Amin, 2005). The questionnaires designed were closed-ended questions. Here, the researcher provided alternative or short responses to the questions. For the purpose of this study, short responses like Strongly Agree (SA); Agree (A); Disagree (D) and strongly Disagree (SD) were used. This was accompanied by a cover letter carrying the research topic; the use of the questionnaire to the researcher; stating clearly that confidentiality of the respondents would be protected and the instructions for filling the questionnaire.

**Method of data processing and analysis**

Two data analyses approaches were used for the study that is the qualitative and quantitative method. Data

collected via interview guide were analysed thematically (qualitative approach) using key concepts/ themes, groundings and quotations. The key concepts/themes here refer to the key words that emerged from participants' direct statements. On the other hand, groundings represent the number of times that a particular concept or theme emerged from the participant's direct statements with some of the statements used as sampled quotations. However, in the context of qualitative analysis, the concepts/themes are more important than the grounding. This therefore implies that a concept/theme with a grounding of one is equally more important like any other concept/themes with groundings of more than one.

Moreover, as for the quantitative data, a pre-designed EpiData Version 3.1 (EpiData Association, Odense Denmark, 2008) database which has an in-built consistency and validation checks was used to enter. Before the quantitative data were entered using the pre-designed EpiData Version 3.1, the demographic information and the test items were coded with numbers. The questionnaire of individual respondents was also assigned with serial numbers. The reason for this coding of the test items was to ensure easy traceability of the participants' individual responses per test items if need arises. The data were then exported to SPSS version 21.0 (IBM Inc., 2012) for further consistency check, data validation, to identify invalid codes and eventually cleaning of the data in areas where some inconsistency and invalid codes were observed.

After the data had been thoroughly check the descriptive statistical tools (frequency count, percentages and multiple responses set) and inferential statistics (Spearman's Rho test) were used in analyzing the quantitative data. The reason the Spearman's Rho test was used was because the data for all the variables (recruitment and selection, human resource development programmes, motivation, performance appraisal and internal efficiency) were not approximately normally distributed. The normality assumptions test was computed using advanced statistical tests such as Shapiro-Wilk test and the Komogorov test of significance as seen on the table of test of normality below. To know if a data is normally distributed the P-value will be greater than 0.05 which was not the case as seen on the normality test table with all P-values less than 0.05. This therefore justify the reason while the Spearman rho

test was used in testing the hypotheses of the study. Checking for normality assumption is very important to avoid faulty generalization like committing the type 1 or type 2 errors during the verification of the research hypotheses. The Chi-square test was equally used to compare students' ability to validate all their courses per semester by faculties to appraise for significant differences. Finally, findings were presented using frequency distribution tables, and charts with all inferential statistics presented at 95% level of confidence interval with alpha set at 0.05 levels accepting 5% margin of error.

**Table 2: Test of normality checking the distribution pattern of the data**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Seminars	.191	331	.000	.900	331	.000
In-Service Training	.147	331	.000	.967	331	.000
a. Lilliefors Significance Correction						

$$\text{Formula for calculating Percentage (\%)} = \frac{\text{Frequency count (n)}}{\text{Total number of persons (N)}} \times \frac{100}{1}$$

**Conceptual formula for calculating Spearman's Rho**

$$\text{Spearman's rho} = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

**Where;**

$\Sigma$ =Summation

D=difference in rank

N=Number of observations

**Conceptual formula for calculating Chi-square**

$$\chi^2 = \sum \frac{(O-E)^2}{E}, \text{ where}$$

$\chi^2$ =chi-square calculated value

$\Sigma$ = Sum of

O= observed frequencies

E= Expected frequencies

**Presentation of Findings**

**Research Question:** To what extent does human resource development affect students' academic performance in Public English Speaking Universities in Cameroon?

**Table 1: Lecturers Appreciation**

Test items	Stretched				Collapsed	
	Strongly agree	Agree	Disagree	Strongly disagree	Agree	Disagree
Lecturers equip themselves with more knowledge and skills through effective arrangement of training and development programs.	199 (60.1%)	130 (39.3%)	0 (0.0%)	2 (0.6%)	329 (99.4%)	2 (0.6%)
The primary purpose of teachers' professional development is to meet the needs of globalization.	221 (66.8%)	110 (33.2%)	0 (0.0%)	0 (0.0%)	331 (100%)	0 (0.0%)
Professional development occurs in individuals through interactions with more experienced practitioners.	169 (51.1%)	162 (48.9%)	0 (0.0%)	0 (0.0%)	331 (100%)	0 (0.0%)
The school-level factors that facilitate professional development include teachers' active participation in decision-making and a clear vision.	211 (63.7%)	120 (36.3%)	0 (0.0%)	0 (0.0%)	331 (100%)	0 (0.0%)
Seminars are the most common methods used for training in my school.	149 (45.0%)	128 (38.7%)	54 (16.3%)	0 (0.0%)	277 (83.7%)	54 (16.3%)
Professional development has been seen as an essential element of teachers' practice to maintain and improve standards in the face of expanded educational provision and increasing globalization.	148 (44.7%)	180 (54.4%)	3 (0.9%)	0 (0.0%)	328 (99.1%)	3 (0.9%)
Many staff endeavour to attend professional development programmes when they are organized.	239 (72.2%)	92 (27.8%)	0 (0.0%)	0 (0.0%)	331 (100%)	0 (0.0%)
Multiple response set	1431 (54.0%)	1014 (38.3%)	201 (7.6%)	2 (0.1%)	2445 (92.3%)	203 (7.7%)

**n=331**

In aggregate, findings showed that 92.3% of the lecturers considered professional development programmes as very instrumental to teachers. To be explicit, 329(99.4%) of the lecturers agreed that lecturers equip themselves with more knowledge and skills through effective arrangement of training and development programs. Also, all the lecturers 331(100%) agreed that professional development occurs in individuals through interactions with more experienced practitioners, many staff endeavour to attend professional development programmes when they are organized and that the school-level factors that facilitate professional development include teachers' active participation in decision-making.

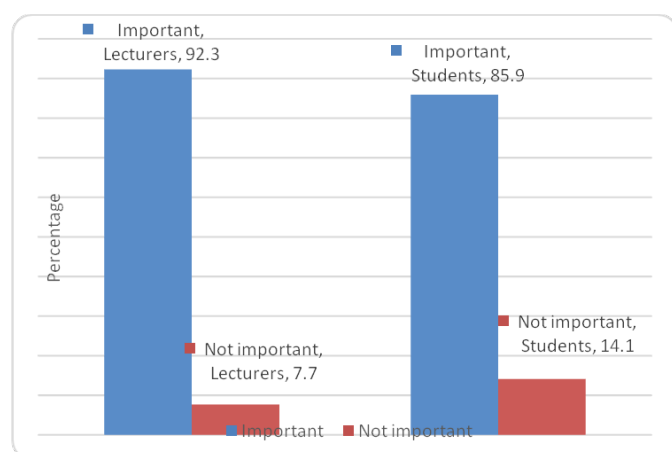
**Table 4: Students' Appreciation**

Test items	Stretched				Collapsed	
	Strongly agree	Agree	Disagree	Strongly disagree	Agree	Disagree
Professional development programmes are essential tools for teachers.	322 (53.7%)	236 (39.2%)	28 (4.7%)	14 (2.3%)	558 (93.0%)	42 (7.0%)
Lecturers who attend Professional development programmes will stand a chance to teach better than those who do not attend.	324 (54.0%)	180 (30.0%)	72 (12.0%)	24 (4.0%)	504 (84.0%)	96 (16.0%)
Individuals are qualified only when they are competent to perform organizational activities.	212 (35.2%)	220 (36.5%)	118 (19.6%)	52 (8.6%)	432 (71.8%)	170 (28.2%)
Students, like any other stakeholder, are equally important in influencing organisational outputs, so they should be actively involved.	240 (39.9%)	332 (55.1%)	24 (4.0%)	6 (1.0%)	572 (95.0%)	30 (5.0%)
Multiple response set	1098 (45.7%)	968 (40.3%)	242 (10.1%)	96 (4.0%)	2066 (85.9%)	338 (14.1%)

**n=602.**



Just like the lecturers, findings equally showed that a majority of the students (85.9%) perceived professional development programmes as very important to lecturers. For instance, 558(93.0%) of the students agreed that professional development programmes are essential for lecturers. Also, 504(84.0%) of the students equally agreed that lecturers who attend professional development programmes will stand a chance to teach better than those who do not attend. And 432(71.8%) of the students agreed that individuals are qualified only when they are competent to perform organizational activities. Finally, 572(95.0%) of the students agreed that students as stakeholders should be actively involved in professional development programmes. Figure 1 below shows the summary of lecturers' and students' opinion of the importance of professional development programmes to lecturers.



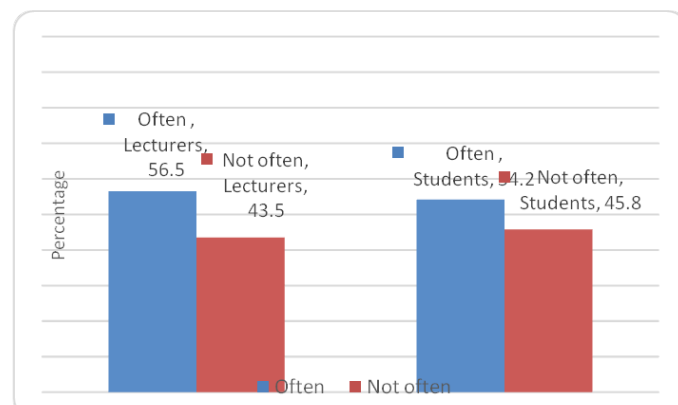
**Figure 1: Lecturers and students' believe of professional development programmes**

Findings on figure 1 showed that 92.3% and 85.9% of lecturers and students respectively, perceived professional development programmes as very important to lecturers.

**Table 5: Administrators' own believe of the importance of professional development programmes to an institution**

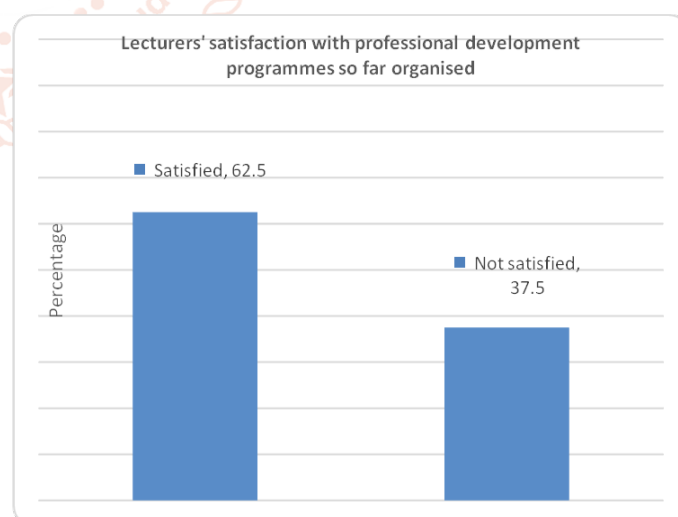
Themes	Frequency	Quotations
Improve skills/competencies	6	"The skills of the workers are upgraded and they can easily accept positions of responsibilities". "It enhances the career development of staff."
Improve performance	2	"The performance of the staff is improved".
Improve knowledge	2	"It helps improve on the knowledge of the teachers".
New innovation	2	"It brings in new innovation"

Just like the majority of the lecturers themselves and students, all the administrators considered professional development programmes as very important to lecturers. They said, it helps improve skills/competencies, knowledge, performance and equally brings in innovation to an institution.



**Figure 2: Lecturers' and students' believe of the organisation of professional development programmes**

Despite that a majority of the lecturers (92.3%) and students (85.9%) sees professional development programmes as important to lecturers as shown on figure 2, just 187(56.5%) and 324(54.2%) of the lecturers and students respectively, agreed that professional development programmes are often organized. From the response of the administrators, the types of professional development programmes organized for lecturers are those based on teaching methods, research writing, publications, and seminars and workshops.



**Figure 3: Lecturers' satisfaction with professional development programmes organized.**

Findings on figure 3 showed that although a majority of the lecturers and students, considered professional development programmes as very important to lecturers, 124(37.5%) of the lecturers had expressed dissatisfaction with the professional development

programmes so far organized, meanwhile 207(62.5%) of the lecturers expressed satisfaction.

**Table 6: Administrators' believe of how the school supports human resource development for lecturers**

Themes	Frequency	Quotations
Encouraging further education	5	"By encouraging current employees to improve their skills by allowing them to further their education".
Organisation of seminars	4	'By organizing on-campus seminars on contemporary topics".
Giving finances/allowance	3	"Sometimes, we support them financially". "By giving a small stipend as research allowance".
Granting permission	1	"Giving permission for individuals to go in for in-service training programmes".

Considering how the school supports lecturers' professional development, the 10 administrators said the school supports it by encouraging further education for lecturers, by organizing seminars for them "By organizing on-campus seminars on contemporary topics", giving them allowance/finance "Sometimes, we support them financially", "By giving small stipend as research allowance" and lastly by granting them permission "Giving permission for individuals to go in for in-service training programmes".

**Verification of hypothesis: Human resource development has no significant effect on students' academic performance in Public English Speaking Universities in Cameroon**

**Table 7: The effect of human resource development of staff on students' academic performance**

	Statistics	Human resource development of staff	Academic performance
Spearman's rho	R-value	1.000	.561**
	Sig. (2-tailed)	.	.000
	N	331	602
**. Correlation is significant at the 0.01 level (2-tailed).			

Statistically, there was a significant, positive and strong effect of human resource development of staff on students' academic performance ( $P=0.000<0.05$ ). The positive sign of the correlation value ( $R=0.561^{**}$ ) implied that students' academic performance is more likely to increase when staff engage in effective and well organised professional development programmes. Therefore, the null hypothesis which states that human resource development has no significant effect on students' academic performance in Public English Speaking Universities in Cameroon was rejected and the alternative which states that human resource development has a significant effect on students' academic performance in Public English Speaking Universities in Cameroon was accepted.

### Discussion of Findings

**Research Question: To what extent does human resource development affect students' academic performance in Public English Speaking Universities in Cameroon?**

Statistically, there was a significant, positive and strong effect of human resource development on students' academic performance ( $P=0.000<0.05$ ) in Public English Speaking Universities in Cameroon. This was in line with literature reviewed. For instance, Rajini (2009) reveal that HRD imparts the required knowledge and skills in individuals through effective arrangement of training and development programs. Besides, the high quality of administrative staff in Universities also affects the quality of lecturers and students in higher education since they can effectively recommend good programmes that can better the lives of the students and lecturers. According to Vulpen, V. E. (2016), HRD develops the key competencies that enable individuals in organizations to perform current and future jobs through planned learning activities. It is the integrated use of training, organization, and career development efforts to improve individual, group, and organizational effectiveness. It develops the competencies that employees need to perform the current jobs and prepares them for future roles through planned learning activities.

### Recommendations

- When the right persons have been selected, they should be paired with experienced personnel of their field (in-service training) and close supervision should be done within the first months of work before they are given the opportunity to work on their own.
- Funds should be allocated for human resource development specifically and close follow up be done so as to avoid embezzlement.



- University workers should be given ample time to better equip themselves with knowledge through seminars and in-service training and follow-up be done to see that the time given is not used for other purposes.

### Conclusion

The study generally sought to investigate some Human Resource Development aspects with respect to students' academic performance in Public English Speaking Universities in Cameroon. This investigation was rooted from the fact that despite mounting evidence of the correlation between a country's productivity and the quality of its higher education, including the performance of its national production and innovation system, Higher Education (HE) in Cameroon has unfortunately been subjected to distrust in terms of developmental priorities, relevance and funding allocations. This study paid specific attention organisation of seminars and in-service education. On the whole, based on the statistical results above, Public English Speaking Universities approved of the need for effective and efficient human resource development in their institutions. It can therefore be concluded that the findings rejected the general alternative that there is no significant positive relationship between some Human Resource Development aspects and students' academic performance in Public English Speaking Universities in Cameroon.

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